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| *Fahrenheit 451* Research Project |

1. **Objectives:**

10.2 The student will make planned oral presentations within small groups.

10.12 The student will collect, evaluate, organize, and present information to create a research project.

1. **Procedures:**
2. Choose a partner. (You may work alone if you wish.)
3. Choose a topic related to censorship from the list below:

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| * Censorship in school newspapers * Book Censorship in school libraries * Book censorship in public libraries * Literature censorship in classrooms * Textbook censorship * Restricted access to the Internet (filtering) in schools * Restricted access to the Internet (filtering) in public libraries * Censorship of tobacco use in movies, ads, and TV | * Restricted access to social networks by governments * Restricted access to social networks in schools * Restricted access to TV programs by parents based on rating system (v-chip) * Restricted access of minors to movies in theaters (rating system) * Restricted access of minors to video games and software (rating system) * Government censorship / funding of art * Self-censorship | * Censorship of information by the government on national security grounds * Debate regarding the appropriateness of Wikileaks * Censorship on the grounds of obscenity (movies, TV or print) * Music censorship ( for language, violence, sexism or prejudice) * Teaching of Darwinism (evolution) / intelligent design / creationism in schools * Censorship of tobacco use in movies, ads, and TV |

1. You must address the following in your research:  
   ~ Give an overview of 3 specific situations (in the US or internationally) in which your topic was a central issue.

~ Explain the rationale for exercising censorship with regards to the topic.

~ Explain the rationale for opposing censorship with regards to the topic.  
~ Reflection: Is censorship of this type ever justified? Why or why not?

1. Product-Choose from the following product selections to use to present your knowledge-NO POWERPOINTS!!!
   1. Mixbook
   2. Photo Story
   3. Prezi
   4. Website (use weebly.com)
   5. Video documentary (use Movie Maker/iMovie)
   6. Poster (digital, such as Glogster or Smore, or traditional)
   7. Structured class discussion
   8. See me if you have another idea
2. **Research Mechanics/Requirements**
3. Works Cited Page (in MLA format)  
   a. Minimum of 4 sources  
   b. Must be typed and handed in with rubric.
4. Typed reflection-individual
5. Partner contribution explanation
6. **Timeline***Research* (In Library)-April 15 & April 17

*In Class Production-***Blocks 1 & 4**-April 19 & 23; **Block 2**-April 23 & 25

*Presentations*-**Blocks 1 & 4**-April 25 & 29; **Block 2**-April 25 & May 1

1. **Grading:** Your project will be graded according to the following rubric:

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| *Fahrenheit 451* Research Project Rubric |

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|  | **20** | **18** | **16** | **14** |
| **Topic Explanation** | Demonstrates a sophisticated understanding of topic. | Demonstrates a thorough understanding of topic. | Demonstrates a general understanding of topic. | Demonstrates an incomplete understanding of topic. |
| **Support/ Evidence** | Outstanding use of evidence to support understanding. | Appropriate use of evidence to support understanding. | Adequate use of evidence to support understanding. | Weak or no evidence. Fails to support understanding. |
| **Critical Thinking** | Exemplary critical thinking is demonstrated through the sophisticated choice and use of evidence. | Appropriate critical thinking is demonstrated through the logical choice and use of evidence. | Adequate critical thinking is demonstrated. Important details, facts, and/or concepts are omitted. | Little to no critical thinking is demonstrated. Vague or incomplete description. |
| **Presentation**  (Includes choice of product and presentation items, eye contact, flow, visual appeal, tone/volume of voice, pace, use of fillers) | Presentation enhanced peer understanding of the topic. Excellent presentation skills were employed. | Presentation supported peer understanding of the topic. Effective presentation skills were employed. | Some topics covered in the presentation were not clearly explained. Some effective presentation skills were employed. | Presenter simply “read” the text. Lack of effective presentation skills negatively affected peer understanding. |
| **Reflection** | Demonstrates a sophisticated understanding of the concept that shows an impressive level of depth of analysis. | Demonstrates a thorough understanding of the concept that displays and comprehensive analysis. | Demonstrates a general understanding of the concept with a surface analysis. | Demonstrates a an emerging understanding of the concept with little to no analysis. |
| **GUM** | Few to no errors. | Some errors but errors did not interfere with the message. | Many errors that interfered with the message. | Fundamental errors. |
| **Total Score** | /120 | All groups/individuals are expected to be prepared to present on the first presentation day. Grade will be lowered 1 letter grade for every block late. | | |